How To Evaluate Your ECS Program

(1984)

Early Childhood Services

Alberta

PREAMBLE

This kit of materials is intended to assist Operators who have decided:

- to evaluate some aspect of their program, or,
- to evaluate their entire program

Evaluation is the responsiblity of the Operator. The Operator should involve the:

- Local Advisory Committee,
- parents,
- staff, and
- community resource and service people.

ASSUMPTIONS

1. Local programs need to be evaluated.

2. Local persons desire assistance to evaluate their programs.

3. The purpose of evaluation is program improvement.

4. Change is most effective when persons who "own" the program (problem, etc.) determine:

   —what should change;
   —how it should change;
   —why it should change.

Therefore:

a. The Evaluation Kit is intended to be a resource for planning.

b. It is intended to be useful but not sufficient.

c. It is intended to be available but not required.

EVALUATION — A GENERAL STATEMENT

Evaluation is a systematic procedure for gathering and interpreting information. You may wish to assess one part of your program at a specific time or the entire program over a period of time.

Evaluation determines if your program is doing what it was intended to do:

— for children's social, physical, cultural, intellectual, creative, self-concept and emotional development;

— for parent involvement in decision making and personal growth;

— for staff development;

— for community participation in the identification, use and development of resources and services.

Evaluation should lead to program improvement.

OBJECTIVES: RELATIONSHIP TO EVALUATION

Program Development in Early Childhood Services involves the following;

—defining objectives;
—choosing content;
—planning activities;
—implementing the plans; and
—evaluating results.

The order is not fixed. However, an ECS program cannot be evaluated unless objectives have been clearly stated.

1. Importance of Objectives

The objectives of the program should reflect the needs of children, parents, staff, and community.

An objective describes an intended result of the program.

When objectives are clearly defined, there is a sound basis for designing the program. If you know where you're going, it is easier to select suitable means for getting there.

When objectives are clearly written it is easier to plan an evaluation.

2. Characteristics of a Useful Objective

An objective is a collection of words, symbols, or pictures describing important purposes.

An objective will communicate a purpose best when it describes what the individual(s) will be able to do.

To prepare a useful objective, first write and then continue to change the statement until the following questions are answered:

—what should parents, staff or children be able to do?

—how well should the individual be able to perform?

Write a statement for each important purpose; write as many as you need to communicate all your objectives.

3. A Checklist for Reviewing Objectives

To check your objectives, try answering these questions:

1. Is the objective clearly stated? _____

2. Is expected behaviour expressed in the most direct and observable way possible? _____

3. Does the objective describe what individuals will accomplish, understand, know, or be able to do? _____

4. Does the objective state how well individuals will accomplish, understand, know, or be able to do? _____

PLANNING YOUR EVALUATION

Since the operator should work with parents, staff, and resource people in developing the ECS program, they should be expected to assist with evaluation. This will involve group responsibility and some form of agreed to group procedure.

What Do You Wish To Evaluate?

First you will want to decide:

—what you wish to evaluate,
—why you wish to evaluate that part.

In making this decision, you may wish to consider:

1. What needs have been identified in your community involving:

   —the growth and development of children;
   —the interests and wishes of parents;
   —the qualifications and inservice training of staff;
   —the coordination of physical and human resources and services.

2. What you expect your program should accomplish:

   —what objectives have been established?
   —what activities have been planned to achieve the objectives?

3. How you planned to organize your program:

   —what responsibilities and tasks have been defined?
   —what positions (roles) have been described?
   —what decision making procedures have been established?
   —what forms of communication have been planned?
   —what procedures for identification and use of community resources and services have been formed?

What Information Do You Have?

A sub-committee may start by determining and compiling the information you now have.

Background information can be obtained by reviewing:
— program goals and outcomes based on plans made at the beginning of the year.
— reports, special articles, histories, teacher and parent records, minutes and observation checklists.

Having compiled "What information do you have?" you can compare this with decisions about what part of the program to evaluate. The result should be the selection of topics for evaluation which will lead to strengthening of the program.

The information you compile as most important may assist you in completing the ANNUAL EDUCATION REPORT to be submitted to your Regional Office of Education by July 31.

What Information is Missing?

The next activity is to collect additional information which is needed.

This may involve:

- —preparing a list of information to be gathered;
- —selecting ways for gathering the information (questionnaires, interviews, small group meetings, literature surveys, observations, checklists).

At this time thought might be given to what will be indicators of successful features of the program or areas for improvement. For example, how will judgements about questionnaire replies be determined? Will a minority opinion be considered or will a majority be expected before a recommendation for change is made? Some planning concerning such questions will make interpretation of information easier.

When plans for collecting information have been completed, a review of these plans with the general membership may be advantageous so that everyone has a clear understanding about the evaluation. This can clarify for everyone what their part is and how it will contribute to decision making. Misunderstandings and undue fears can be avoided by clear communication.

Who Will Gather Information?

Two questions are now involved:

1. Who will be responsible for gathering the desired information? For example, who will prepare copies of the checklists, see that they are completed, returned, and compiled in useful ways?
2. What schedule or time limit will be used?

Now you should be ready to gather facts about the program and people's opinions and observations.

How Will You Review Information?

Now that the desired information has been gathered; how will you review that information, provide recognition for successful features, and make recommendations for improvements?

This is often the most challenging aspect because judgements must be made. These judgements take into account the nature of the information collected:

- —how adequate is the information?
- —how appropriate is it?
- —to what extent is it biased?
- —how accurately does it express views of people?
- —how correctly does it describe the situation which exists?

Usually successful features are readily found as agreement is expressed by most people about them. Some features for improvement may

also be agreed upon by most participants; however, some will probably appear to be ambiguous and will require judgements as to their meanings.

Some ways in which judgements may be made are:

—use the indicators for success or lack of success which your sub-committee developed;

—use a "majority rule" whereby the majority of the LAC must reach agreement about the meaning of the information;

—seek an outside, informed opinion;

—compile an "item sheet" of all the "pros" and "cons" and balance these against each other until a judgement is reached; and

—conduct interviews to clarify issues.

Additional procedures may be suggested by resource people in the community or region.

Information should be collected, reviewed, and interpreted in some systematic way so that meaningful recommendations will be made for improvement of the program.

How Will Actions Take Place?

The last step involves three decisions.

1. Who will be responsible for taking actions upon each recommendation made?
2. Who will be responsible for monitoring progress in achieving improvements?
3. What procedures will be used to communicate to appropriate people?

A summary of the results of the evaluation may be prepared for future reference, explaining:

—what was evaluated,
—why this was evaluated,
—what procedures were used,
—who participated,
—what the findings were,
—what was recommended.

This summary can serve several purposes:

—for communication to participants in the study;
—as a checklist for achieving improvements;
—as a record for operator and LAC;
—as a basis for planning future evaluations.

Finally, when sufficient time has elapsed for improvements or changes to be made, you may wish to ask:

Is our program now accomplishing what it is intended to do?

If not, what further actions might be taken?

A Checklist For Reviewing Your Evaluation Plan

_____Have purposes for the evaluation been defined?

_____Have procedures been clearly established?

_____Is the evaluation directly related to program objectives?

_____Are methods for gathering information appropriate for the purposes of the evaluation?

_____Have procedures for distinguishing between facts and opinions been selected?

_____Have ideas been considered about how information will be interpreted and judgements made?

_____Have procedures been chosen for clarifying ambiguous findings?

_____Are all participants aware of the purpose and methods to be used?

_____Are all participants aware of their part in the plan?

_____Have responsibilities been established and activities assigned?

_____Will the methods used identify both strengths and weaknesses?

_____Will the evaluation be completed in reasonable time? At an acceptable cost of funds and resources?

_____Have plans been made for reviewing recommendations and preparing for their implementation?

_____Have outcomes been compiled for the ANNUAL EDUCATION REPORT?

GATHERING INFORMATION

Several methods for gathering information exist. The best method to use depends on what is to be evaluated. It is necessary that we ask ourselves:

—what are we trying to achieve;
—what do we wish to find out;
—how will fair interpretations and judgements be made;
—how will results be used?

These questions deserve careful consideration to be sure that a good match exists between "what is to be evaluated" and "how it will be done".

A DESCRIPTION OF FOUR METHODS

Interviews

Special care must be taken in planning interviews in order to obtain the desired information.

The interviewer's job is to record the views of others, therefore he may show interest but should not debate, judge, or offer his own views.

Some guidelines for interviewers are:

—establish a friendly atmosphere;
—begin with easy questions;
—ask questions exactly as worded;
—do not explain questions;
—ask questions in a planned order;
—repeat the question when necessary;
—do not suggest a desired reply;
—record each reply exactly;
—obtain personal data (age, education) at the end of the interview;
—hand a copy of the questions to the respondent when you think it will be helpful.

Inventories and Checklists

An inventory is a count of objects or statements. It may be prepared as a checklist or may be a blank sheet on which a list is compiled.

An inventory may be used to find out:

- what interests people may have;
- what preferences exist within a group;
- the extent to which resources are used;
- the frequency of certain actions or behaviours;
- the quantity of available materials;
- the location and/or condition of equipment;
- the changes that occur during a time span;
- when to test for specific ideas or to pretest questionnaires.

Once an inventory is completed, it may be used to form a record of judgments. This record may be:

- a number to show the amount of material on hand;
- a statement describing some behaviour;
- a description of the condition of a piece of equipment.

Questionnaires

Questionnaires are widely used in gathering information. Although considerable time may be necessary to prepare and test a questionnaire, it can serve several purposes. It may provide for written comments, such as:

- —reasons for opinions, behaviour or attitudes;
- —recommendation for action or changes;
- —identification of needs or interests;
- —description of how a person feels about issues;
- —examples of what has been experienced; or
- —the nature of existing conditions.

A good way to prepare a questionnaire is first to list the topics to be included. Then, questions may be written for each topic.

Some guidelines for preparing questions are:

- —Is the question necessary? How will it be useful?
- —Is there need for a set of questions on the issue or will a single question serve?
- —Does the question deal with a single point?
- —Does the question describe important features of the issue?
- —Are parallel questions needed for comparison?
- —Will the question determine how strongly views are held?
- —Does the question ask about specific events rather than what respondents "usually" do or think?
- —Does the question avoid inaccurate replies?
- —Does the question offend in any way?

Finally, a pretest to see how the questionnaire works can help to:

- —solve unforeseen problems;
- —determine appropriate wording;
- —determine the need for additional topics; or
- —eliminate certain items.

Observation

Observation techniques may be informal or systematic. They may involve daily record keeping, time samples of activities or behaviour, or the use of anecdotal records.

Observations may be made about:

- —the situation in which individuals are involved or to which they will be exposed;
- —the responses of individuals to those situations; or
- —the characteristics of facilities or resource materials.

Observation is a looking-seeing activity which is best made within some framework. Such a framework will usually include:

- —a statement of purpose;
- —a list of observations to be made;
- —any conditions, such as time limits, who to observe, the activity or behaviour to watch;
- —what description or records should be made; and
- —how observations will be compared among observers when more than one person is involved.

A concern about this method is **accuracy** of observation. The observer often influences the situation he observes. This can be overcome somewhat by careful selection and training of observers. The important thing is to record what you **see** not what you **think**. The following example illustrates this point.

Observation Record	**Judgemental Record**
Billy brought a hockey puck to class. Todd claimed it was his. Billy and Todd did not agree. Billy took the puck home.	Billy is in trouble again. Todd claims Billy took his puck. Billy says that it is his. Is he telling the truth this time?

AN EXAMPLE SURVEY OF INTERESTS/NEEDS FOR STAFF INSERVICE TRAINING

Directions: 1. Check (✓) all items which you think would be of value as workshop topics for assisting you in planning and conducting our ECS program.

2. Of the items you have checked, list the number of the five which you feel would be of most value to you:
____, ____, ____, ____, & ____.

CHILD DEVELOPMENT AND LEARNING

____ 1. Children's needs (social, emotional, physical, etc.)
____ 2. Information about child development.
____ 3. Role of play in child's development.

OBSERVATION AND ASSESSMENT OF CHILD BEHAVIOUR

____ 4. Observing children objectively.
____ 5. Planning for children's needs.
____ 6. Responding appropriately to children's behaviour.

SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN

____ 7. Observing and assessing exceptional children.
____ 8. Providing a safe environment for exceptional children.
____ 9. Teaching strategies for special needs.

LANUGAGE DEVELOPMENT

____10. Diagnosing children's language abilities.
____11. Promoting self-expression.
____12. Integrating communications learning with all activities.

INTERPERSONAL COMMUNICATIONS

____13. Understanding and using group skills.
____14. Interpersonal skills with children and adults.
____15. Developing self-esteem in children.

CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD

____16. Appropriate activities and materials for individual needs of children.
____17. Teaching and learning styles—individual, small group, large group.
____18. Observation of child development programs.

RELATING TO STAFF, PARENT, COMMUNITY

____19. Jointly identifying needs, setting goals.
____20. Working with others.
____21. Understanding how community values affect programming.

FAMILY STUDIES AND COMMUNITY SERVICES

____22. Influences of the family on child development.
____23. Supporting the family role as educator of children.
____24. Understanding and using community resources.

NAME: _____; ____Teacher; ____Instructor; ____Aide.

ITEM A

AN EXAMPLE QUESTIONNAIRE FOR:

IDENTIFICATION OF ISSUES OR PROBLEMS AFFECTING OUR ECS PROGRAM

To what extent do you consider these factors to be problems in our ECS program?

CHECK ONE COLUMN FOR EACH

Factors	A Major Problem	A Minor Problem	Not A Problem	I Don't Know
1. Obtaining and maintaining suitable facilities	____	____	____	____
2. Controlling the size of ECS classes	____	____	____	____
3. Obtaining adequate funding	____	____	____	____
4. Getting satisfactory materials for class use	____	____	____	____
5. Managing funds	____	____	____	____
6. Resolving parent-staff differences	____	____	____	____
7. Transporting children	____	____	____	____
8. Recruiting qualified staff	____	____	____	____
9. Obtaining equipment	____	____	____	____
10. Resolving Advisory Committee conflicts	____	____	____	____
11. Providing for special needs of children	____	____	____	____
12. Obtaining community support	____	____	____	____
ADD AND RATE ANY CONCERNS NOT LISTED				
13. _____	____	____	____	____
14. _____	____	____	____	____
15. _____	____	____	____	____
16. _____	____	____	____	____

Please Identify Yourself:

____Parent
____Aide
____Instructional Assistant
____Teacher
____Coordinator
____Administrator
____School Trustee
____Society Executive
____Consultant
____Community Volunteer
____Other

ITEM B

AN EXAMPLE QUESTIONNAIRE FOR:

EVALUATION OF PROGRAM DECISION MAKING

	I. To what extent have you been involved in making decisions for our ECS program? CHECK ONE COLUMN FOR EACH			II. How effective has decision making been for our ECS program? CHECK ONE COLUMN FOR EACH		
	Extensive	Limited	Not At All	Very Effective	Effective	Ineffective
1. Program's objectives	____	____	____	____	____	____
2. Budget	____	____	____	____	____	____
3. Children's program policy and activities	____	____	____	____	____	____
4. Materials and equipment	____	____	____	____	____	____
5. Teaching approaches and emphasis	____	____	____	____	____	____
6. Evaluating and reporting children's progress	____	____	____	____	____	____
7. Staffing policy	____	____	____	____	____	____
8. Resource people for the program	____	____	____	____	____	____
9. Parent program policy and activities	____	____	____	____	____	____
10. Evaluating parent programs	____	____	____	____	____	____
11. Staff in-service policy and activities	____	____	____	____	____	____
12. Evaluating staff performance	____	____	____	____	____	____
13. Program Evaluation Policy	____	____	____	____	____	____
14. _____	____	____	____	____	____	____
15. _____	____	____	____	____	____	____

Please Identify Yourself:

____Parent; ____Instructional Assistant; ____Aide; ____Teacher; ____Coordinator; ____Administrator;
____School Trustee; ____Consultant; ____Other.

ITEM C

ITEM D

AN EXAMPLE CHECKLIST FOR EVALUATION OF THE HEALTH COMPONENT OF OUR E.C.S. PROGRAM

To be completed by Local Advisory Committee members: Yes/No

1. Do we have written health guidelines? ..... ____
2. Do these guidelines include:
   a. information to be obtained when children are registered:
      - —history of illness, infectious diseases, allergies ..... ____
      - —screening results concerning special needs ..... ____
      - —where parents can be contacted ..... ____
      - —phone number of child's doctor ..... ____
   b. procedures to be followed for:
      - —infectious diseases ..... ____
      - —first-aid ..... ____
      - —emergency situation ..... ____
      - —referral procedure ..... ____
      - —mildly ill children ..... ____
3. Are standards for space, light, heat, hygiene being met? ..... ____
4. If meals are served, is this in keeping with Food Hygiene Regulations? ..... ____
5. Are health screening tests carried out:
   - —Speech? ..... ____
   - —Hearing? ..... ____
   - —Vision? ..... ____
   - —Development? ..... ____
6. Do we have a preventive dental service? ..... ____
7. Do we use services of Home Economist/Community Nutritionist/Community Health Nurse:
   - —concerning foods served? ..... ____
   - —assisting with nutrition education program? ..... ____
8. Do children receive education on being responsible for their own good health through exercise, fresh air, etc.? ..... ____
9. Is there provision for handicapped children? ..... ____
10. Is there a health program component in our budget? ..... ____
11. Is a Health Nurse, Home Economist or other health personnel invited to participate on our L.A.C.? ..... ____

AN EXAMPLE QUESTIONNAIRE FOR EVALUATING THE USE OF HEALTH UNIT SERVICES

To be completed by Local Advisory Committee members.

		To what extent has each service been used in our ECS program?		
		Frequently	Occasionally	Not At All
1. Public Health Inspector	—advice regarding safety, heat, light, and food hygiene	____	____	____
2. Community Nutritionist or Dental Hygienist	—provision of resource materials	____	____	____
	—education of staff, parents, children	____	____	____
	—advice regarding nutrition	____	____	____
3. Community Health Nurse	—general health and family advice	____	____	____
	—screening: vision, hearing, speech, behaviour	____	____	____
	—referral of problems	____	____	____
4. Dental Hygienist	—fluoride program	____	____	____
	—dental inspections	____	____	____
	—dental hygiene education	____	____	____
5. Speech Pathologist	—speech and hearing assessments/therapy ..	____	____	____
6. Director	—policy regarding the delivery of health services	____	____	____

ITEM E

AN EXAMPLE QUESTIONNAIRE FOR:

EVALUATION OF COORDINATION

	To what extent do you know about procedures used in our E.C.S. program?			How effective are these procedures?		
	CHECK ONE COLUMN FOR EACH			CHECK ONE COLUMN FOR EACH		
	Very Knowledgeable	Somewhat Aware	Do Not Know	Very Effective	Somewhat Effective	Do Not Know
1. Sharing of information about ECS within our community	___	___	___	___	___	___
2. Identifying people with special interests or services who may assist our program	___	___	___	___	___	___
3. Developing staff inservice training activities which may be shared among several communities	___	___	___	___	___	___
4. Identifying resources and services for children with special needs	___	___	___	___	___	___
5. Studying issues or problems common to ECS programs within the region.....	___	___	___	___	___	___
6. Serving as a "voice" concerning issues or problems common to ECS programs within the region	___	___	___	___	___	___
7. Providing orientation to ECS for parents and resource people within our community .	___	___	___	___	___	___
8. Promoting community awareness of ECS program objectives and services	___	___	___	___	___	___
9. _____ _____	___	___	___	___	___	___
10. _____ _____	___	___	___	___	___	___

Please identify yourself: ____Parent; ____Instructional Assistant; ____Aide; ____Teacher; ____Coordinator; ____Administrator; ____School Trustee; ____Consultant; ____Volunteer; ____Other.

ITEM F

AN EXAMPLE CHECKLIST FOR:

EVALUATION OF SERVICES PROVIDED BY SUPPORT PERSONNEL

	I. To what extent has each service been used in our ECS program? CHECK ONE COLUMN FOR EACH				II. How effective has each service been in assisting in our ECS program? CHECK ONE COLUMN FOR EACH		
	Extensive	Somewhat	Not At All	Don't Know	Very Effective	Effective	Ineffective
1. Education Consultant (ECS)	___	___	___	___	___	___	___
2. Special Needs Consultant	___	___	___	___	___	___	___
3. Social Worker	___	___	___	___	___	___	___
4. Psychologist	___	___	___	___	___	___	___
5. District Home Economist	___	___	___	___	___	___	___
6. Health Nurse	___	___	___	___	___	___	___
7. Doctor	___	___	___	___	___	___	___
8. Dental Personnel	___	___	___	___	___	___	___
9. Physiotherapist	___	___	___	___	___	___	___
10. Speech and Language Therapist	___	___	___	___	___	___	___
11. School Administrator	___	___	___	___	___	___	___
12. Occupational Therapist	___	___	___	___	___	___	___
13. CAPE/CORE/CASE	___	___	___	___	___	___	___
14. ACCESS Field Services Specialist	___	___	___	___	___	___	___
15. Glenrose/Alberta Children's Hospital (DAT)	___	___	___	___	___	___	___
16. Recreation Consultant	___	___	___	___	___	___	___
17. College or University staff	___	___	___	___	___	___	___
18. Further Education Coordinator	___	___	___	___	___	___	___
19. _____	___	___	___	___	___	___	___

ITEM G

AN INVENTORY OF ROOM FURNISHINGS

	QUANTITY	CONDITION: Satis-factory	CONDITION: Need Repair	CONDITION: Need Replacement	COMMENTS: Description or Recommendations
Toy storage case (20 lineal ft.)					
Bookcases (12 cu. ft.)					
Bulletin boards (30 sq. ft., cork)					
Chalkboard (18 sq. ft., green)					
Cupboards (storage space, 125 cu. ft.)					
Drinking fountain					
Floor covering (heavy duty, washable)					
Mirror (15 in. x 45 in.)					
Sand table					
Pegboard (36 in. x 48 in.)					
Storage space for wood blocks					
Tables (18 in. high)					
Workbench					
Library Books					
Climbing apparatus					
Dress-up trunk					
Playhouse furniture:					
—cupboard					
—refrigerator					
—rocking chair (13 in. high seat)					
—sink					
—stove					
—telephone with operating dial					
Pet cage					
Aquarium					
Piano (or access to)					
Tape recorder					
Phonograph					
(Other)					

DATE COMPLETED: _____ DATE REVIEWED: _____

ITEM H

AN EXAMPLE CHECKLIST FOR:

OBSERVING SENSORY-MOTOR SKILLS

This checklist may serve as one means for identifying children's strengths and weaknesses in physical development.

The Child:

	CHECK ONE COLUMN FOR EACH		
	Always	Sometimes	Not Yet
Recognizes "left", "right" on own body	____	____	____
Allows adequate space for movement among objects and people	____	____	____
Can move on request:			
—forward	____	____	____
—backward	____	____	____
—up, down	____	____	____
Can point on request:			
—in front of himself	____	____	____
—in back of himself	____	____	____
Can stand on one foot with eyes closed	____	____	____
Can balance on tiptoes	____	____	____
Can walk touching heel to toe with each step on a balance beam	____	____	____
Can jump	____	____	____
Can skip	____	____	____
Can hop	____	____	____
Can toss a bean bag to a designated target	____	____	____
Can jump a rope turned by himself	____	____	____
Can perform a forward somersault	____	____	____
Can tie his shoe laces	____	____	____
Can cut with scissors	____	____	____
Can trace around a large, firm object	____	____	____
Can bounce an 8" ball 3 times to waist height while standing	____	____	____
Can catch an 8" ball	____	____	____

OBSERVER: ____Teacher; ____Aide; ____Parent.
OBSERVATION DATE: _____

ITEM I

AN EXAMPLE INVENTORY OF:

ACTIVITIES IN SAND AND WATER PLAY

____food colors are mixed with water to show how other colors may be made:
red + yellow = orange
red + blue = purple

____paper boats are blown across a pan of water for a race to show first, second, third.

____wet hands, sponges, brushes are used to waterpaint on a chalkboard.

____rain is collected for 5 minutes on two days to see which day rained most.

____jello is made to measure how much water is "eaten" in one dish.

____sand pies are baked in the house corner.

____floating and sinking objects are tested in a pail.

____bubble baths are made for "baby".

____seeds are planted in sand, dirt, gravel, water, to see which will grow best.

Date Inventory Started: _____

Sample statements are given to illustrate use of this inventory form. In actuality, staff or parents would compile the list from daily observations.

____wooden toys are polished with sandpaper and then painted.

____floating puppets (animals, dolls) are used in the water tray to tell a story.

____scales are used to weigh wet and dry sand.

____two boys tell "the story" about their sand castle.

____a trip to a neighbour's garden to dig for buried treasure (marbles, stones, buttons) is planned.

____names are written in the sand.

____doll clothes are washed and hung to dry every Thursday.

____a picture book of things to drink is prepared (milk, water, medicine, juice, etc.).

____sand painting with sand sprinkled on glue is tried.

Date Inventory Completed: _____

ITEM J

AN EXAMPLE CHECKLIST FOR:

EVALUATION OF OPPORTUNITIES FOR PARENTS

How useful is each activity in providing you with opportunities for participation and personal growth?

CHECK ONE COLUMN FOR EACH ACTIVITY OR SERVICE

	Find It Useful	Find It Not Useful	Do Not Participate	Do Not Know About This
PRINTED MATERIAL, TELEVISION				
1. Information packages to parents	____	____	____	____
2. Newsletters prepared by parents and staff	____	____	____	____
3. Provincial publications	____	____	____	____
COURSES, WORKSHOPS, SEMINARS FOR PARENTS				
4. Recreation and agriculture courses	____	____	____	____
5. Parent orientation seminars	____	____	____	____
6. Parenting courses	____	____	____	____
7. Pre-natal and post-natal courses	____	____	____	____
8. Nutrition courses or seminars	____	____	____	____
9. Leadership training courses	____	____	____	____
GATHERINGS				
10. General meetings	____	____	____	____
11. Informal discussion groups	____	____	____	____
12. Mother's Day Out	____	____	____	____
13. Family Outings	____	____	____	____
SERVICES				
14. Community health clinics	____	____	____	____
15. Family counselling services	____	____	____	____
16. Toy lending libraries	____	____	____	____
INVOLVEMENT IN CHILDREN'S PROGRAMS				
17. Parents participating as aides	____	____	____	____
18. Parents as resource persons	____	____	____	____
19. Parent-teacher information sharing	____	____	____	____
ADMINISTRATIVE				
20. Fund raising activities	____	____	____	____
21. L.A.C. meetings	____	____	____	____
22. Community committee work	____	____	____	____

ITEM K